

The Concept of Pedagogical Activity and Its Structure

Professional Pedagogical Activity, Its Types and Structure

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ABSTRACT

The meaning of the teaching profession is manifested in the activities carried out by its representatives and called teaching. It refers to a special type of social activity aimed at transmitting the culture and experience accumulated by mankind from the older generation to the younger generation, creating conditions for their personal development and preparing them to perform certain social roles in society.

KEYWORDS: *activity, "communist person", "compatible person", cognitive task, pedagogical movement, position, social status, educational activity, constructive activity, communicative activity, temperament, improvisation*

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Clearly, the activity is carried out not only by teachers, but also by parents, heads of public organizations, enterprises and institutions, production and other groups, as well as, to a certain extent, the media. However, in the first case, this activity is professional, and in the second, it is a general pedagogy in which everyone engages in self-education and self-education, which they do voluntarily or voluntarily. As a profession, pedagogical activity is carried out in educational institutions specially organized by society: preschool educational institutions, schools, vocational schools, secondary special and higher educational institutions, additional education, advanced training and retraining institutions. To understand the essence of pedagogical activity, it is necessary to turn to the analysis of its structure, which can be expressed as a unit of its purpose, motives, actions (operations), results. The systematic characteristic of activity, including pedagogical, is the goal (A.N. Leontiev).

The purpose of pedagogical activity is related to the realization of the purpose of education, which is still accepted today as the universal ideal of a harmoniously developed person, which has been deepening for many centuries. This is a common strategic goal achieved by addressing specific tasks of teaching and learning in various fields.

The purpose of pedagogical activity is a historical event. It is designed and shaped as a reflection of the trend of social development that provides a set of requirements for modern man, taking into account his spiritual and natural capabilities. It encompasses the interests and aspirations of

different social and ethnic groups on the one hand, and the needs and desires of the individual on the other. Much attention has been paid by A.S. Makarenko to the development of the problem of learning objectives, but none of his works contain their general formulas. He has always strongly opposed any attempt to reduce the definition of educational goals to amorphous definitions such as 'fit person', 'communist person' and so on. A.S. Makarenko supported the pedagogical design of the individual and he saw the purpose of pedagogical activity in the development of the individual and his individual adjustment program. The main objects of the purpose of pedagogical activity are the learning environment, student activities, the teaching team and the individual characteristics of students. The realization of the purpose of pedagogical activity is associated with the solution of socio-pedagogical tasks such as the formation of the learning environment, the organization of student activities, the creation of a study group, the development of the individual.

Objectives of pedagogical activity is a dynamic phenomenon. And the logic of their development is that, emerging as a reflection of the objective trends of social development and adapting the content, forms and methods of pedagogical activity to the needs of society, they lead to a detailed program of gradual movement towards higher goals - the individual and development in harmony with society.

The main functional unit in which all the features of pedagogical activity are manifested is the pedagogical action as a unit of purpose and content. The concept of pedagogical

actions refers to the generality inherent in all forms of pedagogical activity (lessons, excursions, individual conversations, etc.), but is not reduced to any of them. At the same time, pedagogical actions are specific, expressing the universal and all the riches of this individual.

Referring to the forms of materialization of the pedagogical movement helps to show the logic of pedagogical activity. The pedagogical behavior of the teacher is manifested primarily in the form of a cognitive task. Based on the available knowledge, he theoretically compares the means, subject matter, and expected outcome of his actions. The cognitive task is solved psychologically and then takes the form of practical transformational action. However, there are some inconsistencies between the means and objects of pedagogical influence that affect the outcome of a teacher's actions. In this regard, from the form of a practical act, the action again takes the form of a cognitive task, the conditions of which become more complete. Thus, the activity of the teacher-educator, by its nature, consists of solving countless tasks of different types, classes and levels.

The peculiarity of pedagogical problems is that their solutions almost never appear. They often require diligent work, analysis of many factors, conditions, and circumstances. It is also not given in any definite formulas: it is developed on the basis of prognosis. Algorithms for solving interconnected pedagogical tasks are very difficult. If an algorithm is available, applying it by different teachers can lead to different results. This is because the creativity of teachers is related to the search for new solutions to pedagogical problems.

One of the most important requirements of the teaching profession is the clarity of the social and professional positions of these representatives. In it, the teacher expresses himself as a subject of pedagogical activity.

The position of the teacher is a system of intellectual, voluntary and emotional-evaluative relations to the world, pedagogical reality and pedagogical activity. in particular, which was the source of his activities. This is determined, on the one hand, by the demands, expectations and opportunities offered by society. On the other hand, there are sources of internal, personal activity - the teacher's drivers, experiences, goals and objectives, his values, worldview, ideals.

The position of a teacher reflects his personality, the nature of social orientation, the type of civic movement and activity.

The social position of the teacher grows from the system of views, beliefs and values formed in the general school. In the process of teaching on their basis the motivational-value attitude to pedagogical profession, the purposes and means of pedagogical activity is formed. Motivational-value attitude to pedagogical activity in a broad sense is manifested in the direction that ultimately forms the personality of the teacher.

The social status of a teacher largely determines his professional position. However, there is no direct connection, as upbringing is always based on personal interactions. Therefore, the teacher, having a clear understanding of what he is doing, is far from always giving a detailed answer as to why he is doing so, otherwise, on the contrary, it is usually contrary to reason and logic. No analysis can help a teacher determine which sources of activity are predominant when choosing this or that position

in the current situation, if he or she explains his or her decision intuitively. Many factors influence a teacher's career choice. However, what is decisive among them is his professional attitude, personality, temperament and individual and typological characteristics of the character.

L.B. Itelson described pedagogical positions in a typical role. The teacher can act as follows:

if the information is limited by requirements, norms, views, etc., the informant (e.g., you must be honest);

my friend, if he wanted to enter the soul of a child, "a dictator, if he forcibly introduced norms and directions of value into the minds of adult children;

consultant when using selective coaxation "

the applicant sometimes falls into a state of self-humiliation, flattery, if the teacher asks the student to be "necessary";

inspiring, if it seeks to capture (ignite) with interesting goals, perspectives. Each of these positions can have both positive and negative effects depending on the teacher's personality. However, injustice and arbitrariness always have negative consequences; playing with a child, turning him into a little idol and a dictator; bribery, disrespect for the child's identity, suppression of his initiative, and so on.

The set of professionally defined requirements for a teacher is determined as follows: professional training for pedagogical activity. In its composition, on the one hand, the separation of psychological, psychophysiological and physical training is legitimate, and on the other hand, scientific, theoretical and practical training as the basis of professionalism.

The content of professional training is a reflection of the immutable, idealized parameters of the teacher's personality and professional activity, which are collected as a reflection of the purpose of teacher education.

To date, a great deal of experience has been gained in creating a teacher's profesiogram program, which allows a teacher to combine professional requirements into three main complexes that are interrelated and complementary: general civic qualities; qualities that determine the specifics of the teaching profession; special knowledge, skills on the subject (specialty). Psychologists resort to compiling a list of pedagogical skills that are a synthesis of the qualities of mind, emotion, and will of the individual in substantiating a profesiogram. In particular, V.A. Krutetsky identifies didactic, academic, communicative skills, as well as the ability to disseminate pedagogical imagination and attention.

A. I. Shcherbakov is one of the important pedagogical skills, it is didactic, constructive, perceptive, expressive, communicative and organizational. He also believes that in the psychological structure of the teacher's personality should be distinguished general civic qualities, moral-psychological, socio-emotional, individual psychological characteristics, practical skills and abilities: general pedagogical (information, mobilization, development, or general problems (constructive, organizational, research), communicative (communication with people of different ages), self-education (systematization and generalization of knowledge and application in solving them) data).

Learning activity is a special type of social (professional) activity aimed at achieving educational goals.

Traditionally, the main types of pedagogical activity carried out in a holistic pedagogical process are education and upbringing. Training within any organizational form usually has strict time limits, a clearly defined goal, and ways to achieve it. The most important criterion for the effectiveness of education is the achievement of educational goals. Educational work carried out within the framework of any organizational form does not seek to achieve the goal directly, because it is not carried out within a limited period of time in the organizational form. In educational work, it is possible to envisage only the consistent solution of goal-oriented tasks. The most important criterion for the effective solution of educational problems is the positive changes in the minds of students, which are manifested in emotional reactions, behaviors and activities. It is also difficult to distinguish the outcome of a teacher's activity in a developing individual.

The identification of the peculiarities of the main types of pedagogical activity shows that in their dialectical unity education and upbringing take place in the activity of a teacher of any specialty. The goals of teaching and learning are an external component of the education system: they are set by society, which determines the effectiveness of this system.

The structure of pedagogical activity for the modern teacher for the effective performance of pedagogical functions, the interdependence of its main components, pedagogical actions, important professional skills and the psychological qualities necessary for its implementation (PVU and K) is important. In contrast to psychology's understanding of activity as a multi-level system, its components are goals, motives, actions, and outcomes, and the approach to selecting its components as relatively independent functional activities over the teacher takes precedence over pedagogical activity. Let's look at both approaches.

1. The structure of pedagogical activity is characterized by the following components (with the corresponding abilities that are reflected in the skills):
- constructive activity - constructive and meaningful (selection and composition of educational material, planning and construction of pedagogical process), constructive and operational (planning of students themselves and actions) and constructive-material (designing educational and material base of pedagogical process) ;
- Organizational activity - the implementation of a system of actions aimed at the active involvement of students in various activities, the organization of joint events, the independent organization of the teacher's personal activities at the university;
- communicative activity - the establishment of pedagogically appropriate relationships of the teacher with students, other teachers, parents and members of the public;
- Gnostic component - a system of knowledge and skills of the teacher, as well as certain features of cognitive activity that affect its effectiveness;
- control and evaluation (reflective) component.

The essence and structure of pedagogical activity, as well as the effectiveness associated with them, is one of the most pressing issues of pedagogical science and practice.

Typically, the scientific analysis of these important events is replaced by general discussions about the pedagogical art. The work of a teacher is unique, it is a high art like the skill of a composer and an artist, and it is even more complex.

Of course, the scientific analysis of pedagogical activity emphasizes the uniqueness of each teacher's creative style, but it is based not on descriptions, but on the principles of comparative research, qualitative and quantitative analysis. The direction associated with the application of the principles of analysis and a systematic approach to construction is particularly promising.

The professional activity of a teacher has its own characteristics and mainly consists of the following.

1. In the sum of the known physical, intellectual strengths and abilities of the teacher, as a result of which he successfully carries out the appropriate activities for education and upbringing. The most important among them is organizational skills.
2. In the specificity of the object of pedagogical work, which simultaneously becomes the subject of this activity. The activity of students as a subject of pedagogical work is largely determined by the level of their organizational knowledge and skills.
3. The peculiarity of the teacher's means of labor is that the main part of them is spiritual.
4. In the specific features of the relationship between the three subsystems (the sum of the intellectual and physical strength of the teacher, the specific data of the object of work and the generality of the means and structure of the activity).

The professional pedagogical activity of a teacher can be considered as an integral dynamic system. N.V. Kuzmina identifies the components and functional components of pedagogical activity.

Simonov identifies the following methods of teacher activity, taking into account the peculiarities of the organization of the learning process.

1. Types of activities that describe the preparation for the lesson. There are two ways to prepare teachers for a lesson. Some of them develop a detailed lesson plan and try to implement it, thinking in detail how to solve lesson problems. They do this not because they consciously follow instructions, but because they want to avoid unexpected situations in the classroom. These are usually teachers with a weak and inert nervous system. Other teachers are less careful and conservative, do not spend much time preparing for the lesson, do not think in detail about how to solve lesson problems, do not like to make detailed abstract plans. They improvise, teaching the lesson live in a "mood". They are not afraid of surprises that occur in the classroom, they do not disappear, they quickly change the lesson plan and change this or that way of solving problems. These are teachers with mobile and strong nervous systems. The disadvantage of this method is the confusion of the lesson if the teacher is not assembled.

2. Methods of motivating students to learn. They have both. The first group mainly uses the explanatory logic of the learning material as an incentive, skillfully sets cognitive tasks, and creates problem situations. They use less precision, games, and less interest. The second group of

teachers gives a firm command, their disciplinary effect is the same. They control more students. Such teachers ensure that the lesson is well organized due to the high discipline of the students. The first group conducts the survey immediately, corrects errors in answering, actively participates in the answer, interrupts students. The second group of teachers creates a calm environment of inquiry, almost does not interfere with the student's response, and allows him or her to fully express his or her opinion. The first group is teachers with a weak and mobile nervous system, the second group is teachers with a strong and inert nervous system.

3. Methods of teaching the material. There are three of them. Some are trying to create a complete indicative base of activities not only for themselves (in preparation for the lesson) but also for students. Therefore, the introductory part is devoted to the purpose of the lesson, a detailed explanation of the exercises performed. The disadvantage of this method is the delay in explanation. Other teachers spend less time on initial explanations and give them to them during practice. Disadvantages of this method - impulsive behavior, impatience, sometimes haste.

Teachers are often confronted with a mixed method of preparing for and conducting a lesson: it is characterized in part by features that are manifested in the first and second methods. This is because in such teachers it is possible to combine a strong nervous system with the inertia of neural processes and a weak nervous system with the mobility of neural processes.

E. Grigorev emphasizes that for the successful work of a teacher the individual qualities of a person are preferred: a calm, even cheerful (even in difficult conditions) mood; self-confidence, optimism (cheerfulness), energy; sense of humor, resourcefulness; balance, endurance, self-control, patience, ability to change emotions; sensitivity, empathy, emotional connection, kindness, courtesy; emotional, motor, visual memory; creative imagination; general cultural and value-oriented knowledge; perseverance, independence, perseverance in decision making.

The author considers the teaching profession undesirable: isolation, low mood and activity; suspicious character; emotional deafness and politeness; the desire to be special in any situation, to attract attention; exemplary tone in communication, arrogance; lack of assembly, distraction, inconsistency, inconsistency in actions and movements; unstable character type.

In modern psychology, individual methods of activity are also distinguished, that is, the most effective system of techniques and methods for the organization of the individual's own work.

As a result of the research activities of V. Merlin and his students, the main reasons for the manifestation of a particular individual style of activity were identified. The formation of an individual style of activity is, as a rule, associated with the tendency of a person to perform activities, which is the result of the typological features of the manifestation of the characteristics (temperament) of the nervous system within it. This method of shaping the mode of operation is called spontaneous.

There is also a conscious, focused way of shaping an individual style of activity. It is also determined by taking into account a person's strengths and weaknesses, his or her

typological characteristics, or by deep self-knowledge or side-by-side targeted actions (e.g., the efforts of an experienced teacher). A conscious way of shaping a style of activity is to adapt a person, to adapt his mental characteristics and qualities to a particular professional activity, to reduce the demand for higher-skilled actions. In this sense, a particular authority can shape a style of action based on a specific individual standard.

Thus, an individual work style, an individual communication style is formed, i.e. a favorite system of methods and techniques derived from work that characterizes the characteristics of pedagogical activity.

There are four types of individual methods of pedagogical activity in pedagogical psychology (Markova A, 1993.):

1. Emotional improvisation. The teacher follows it, pays attention to the learning process, explains the new material logically, usually addresses strong students, has quick conversations with them, asks informal questions, but gives little opportunity to talk, which complicates ideas.

2. Emotional and stylistic style. The main features of this method are: focus on the process and learning outcomes, adequate planning of the learning process, high efficiency, superiority of intelligence over reflexivity.

3. Intellectual and improvisation. In his work, the teacher, whose attributes are a priority, focuses on the process and learning outcomes, adequately planning the learning process. In his work, he is not very good at choosing and changing teaching methods, is not able to ensure high speeds of work, and rarely leads to collective discussions. This has an indirect effect on students during the survey.

4. Intellectual and methodological. Its features are mainly focused on learning outcomes, adequate planning of the learning process, conservatism in the use of tools and methods of pedagogical activity.

The individual style of pedagogical activity is very important because it determines the success of the teacher.

At the same time, M. Sanaya emphasizes the dynamic features of the style, the most important of which are:

1. Flexibility - conservatism (the ability to respond to changing situations, switch from one type of activity to another, change the lesson plan, inability to adapt to learning activities or changing situations, carefully follow the plan);

2. Impulsiveness - caution (improvisation in class or careful adherence to previously thought-out actions);

3. Stability - instability (not depending on the situation, but on your goal or behavior depending on the situation in the classroom);

4. Emotional attitude towards students (good intentions, sudden loss of patience or balance in the relationship, situational assessment of knowledge, student activity, personality traits);

5. Availability - the absence of personal discomfort (emotional tension, anxiety, increased sensitivity to failures and mistakes, calmness, appropriate response to failures and mistakes);

Thus, the teacher as a subject of pedagogical activity must have a professional and pedagogical orientation, pedagogical skills, developed general and pedagogical skills, professional

and pedagogical skills; ensuring the interaction, effectiveness of the effective subject in solving problems of teaching, learning and development.

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